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ABSTRACT

The use of on-campus areas for study purposes by students at the University of Alberta were investigated. Study facilities were assessed according to: use and satisfaction of existing facilities, needs as stated by the students for study areas, discrepancies between the existing facilities and the type of facility the students feel they need. Major findings indicate: (1) the largest amount of students free time on campus was spent studying; (2) students utilize the libraries to a great degree during their free time; (3) students generally seemed satisfied with the existing facilities; (4) students indicated few areas where a "rap session" could take place without encroaching on other students' need for quiet study areas; (5) most students studied at home, but with a relatively low satisfaction level; and (6) resident students reported a high usage of on-campus study facilities. Appendices include related material. Related documents are HE 004 494, HE 004 491, HE 004 493, and HE 004 526. (MJM)

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UNIVERSITY OF ALBERTA

THE COMMUTING STUDENT STUDY

REPORT II -- STUDY FACILITIES

BY

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&

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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JANUARY, 1972

HE 004 492

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UNIVERSITY OF ALBERTA

COMMUTING STUDENT STUDY

I. General Introduction

The University of Alberta has traditionally been thought of as a residential institution. In fact, as early as 1911, when Athabasca Hall was built it housed both staff and students as well as serving as a library, gymnasium, and administrative office for the three-year old University. It would be an understatement to say that since that time changes have occurred, but they have. The enrolment has mushroomed from 185 in 1911 to 18,336 in 1971. The growth of the metro Edmonton area has been extensive and as these changes manifest themselves it is necessary for the University to change. Whereas in 1911, when the first residence was built, 23% of the students were in residence, in 1971 only 12% of those enrolled lived in residence. It is apparent that some consideration to this shift from a resident institution to a non-resident one must be given in the planning and development of space facilities responsive to commuting student needs. Because the University is no longer able to provide on-campus living accommodation for a major portion of student population, it must look at its obligation to provide for the on-campus non-class activities for those students who must commute to campus.

With these thoughts in mind the Office of Institutional Research

and Planning has undertaken a critical examination of the commuting student phenomenon on the University of Alberta campus.

In our approach to this study we have made certain basic assumptions regarding students in general. Firstly, we assumed that the students have certain basic human needs which must be met to sustain their lives. These needs are provided for (at least quantitatively to some degree) by existing facilities within the present buildings. However, because our subjects are students of advanced scholarship they have additional needs that distinguish them from other human beings: they need places to study, they need places where they can relax, and they need places where they can talk meaningfully with their peers. In our study we have attempted to look at the time the students spent on campus when not in the classroom. We have tried to separate the resident from the non-resident student in anticipation that the space needs of these two groups, although similar, are not the same.

Report I, Patterns In University Commuting (June, 1971), indicated the following trends: (1) an overall increase in the urban Edmonton area, (2) an increase in commuters using all modes of transportation, especially the bus, which in most cases increased the amount of commuting time, (3) an increase in the number of students in the 25+ age group, and an increase in the number of married students with added family responsibilities, and (4) an increase in the demand for jobs both on and off campus. It is obvious from these findings that an effort must

be made to deal with the extensive change in student patterns of University life. Future reports will deal with the behavioural aspects of these changes.

II. Major Conclusions

In the present report (Report II -- Study Facilities), we concentrate on the student's use of on-campus areas for study purposes. Study facilities were investigated in the following manner: (i) assessment of use and satisfaction of existing study facilities (as stated by the students in our questionnaire), (ii) an assessment of the perceived needs as stated by the students for study areas, and finally, (iv) a look at the discrepancies between the existing facilities and the type of facility students feel they need. Other areas being investigated are eating, lounging, recreation and service and commercial facilities, with an analysis of each of these free time activities based on the amount of use, satisfaction and perceived need reported by the students. As noted, this report concerns itself with study facilities and our major findings are as follows:

1. Students reported that the largest amount of their free time on campus was spent studying.
2. Students reported using the libraries to a great degree during their free time. Different uses of the libraries are accounted for by various reasons, but the main ones were: access to reference

material, individual study stations, social companionship, the location of the library, and basic physical environment (lighting, noise, layout, etc.) of the structures.

3. Although reported use of the libraries is somewhat dependent on the amount of satisfaction the students have with the facilities, students generally seemed satisfied with the existing facilities. They were upset, however, by the amount of noise and lack of individual study space. It is interesting to note that most students preferred to study alone, but within view of other people.
4. Students expressed a need to exchange ideas on their courses and indicated that there were few (if any) areas where this kind of "rap session" could take place without encroaching on other students' need for quiet study areas.
5. Most students reported that they studied at home, but with a relatively low satisfaction level.
6. Resident students reported a high usage of on-campus study facilities, indicating that, in fact, the majority of the resident students are using the campus libraries for studying.

III. Characteristics of the Sample

The first application of the questionnaire took place from February 22 to March 10, 1971. Aided by a computer, every eighth student (approximately 2,300) in the Registrar's Master File was included in our student pool. It was decided that rather than mailing each of these

students a questionnaire, a different approach was to be used. A plan was devised whereby the questionnaires were administered in a room in the Students' Union Building from 9:00 - 4:00 five days a week, and two free tickets to a movie, "The Taming of the Shrew", were offered as appreciation for completing the questionnaire. Each of the 2,300 students was notified of his opportunity to participate in the study. A follow-up "prompt" letter was forthcoming to those not coming initially--and a comprehensive phone campaign took place a day or so before the termination of the study to remind anyone else who may have been interested. At the end, 707 out of 2,300 (roughly 31%) came and filled out a questionnaire. A transportation form was included for identification purposes, and to check the validity and stability of the data obtained in administering the transportation form in the fall. In all, 694 questionnaires had complete information and have been used in the analysis.

The second part of the survey took place from April 1 to May 15, 1971, when some 1,300 questionnaires were mailed to another sample of students. In all, 683 were returned, and 588 of these had enough information (name, I.D. and transportation form) to use in the study.

Thus, the combined total of 1,282 usable questionnaires was arrived at, (Sample I--694, Sample II--588) and have been analysed.

This report is therefore based on the analysis of the data obtained from these student responses (Table I). Our sample thus consisted of 44% females and 56% males with a mean age of 20.5 years. The majority of them were single (81%) and live off campus (85.5%). As well, examination

of Table II showing a comparison between our sample and the Registrar's data (1970/71) indicates that the faculty distribution of our sample approximates that of the total University enrolment.

IV. Brief Examination of the Time Factor

The key question regarding the use of free time was a question dealing with (a) the amount of time spent on campus engaging in free time activities and (b) what percentage of this free time was spent in the use of the study, eating, lounging, recreation and service and commercial facilities on campus. An examination of Table III indicates that most students have between 12 and 24 hours of free time per week. In comparing the hours per week and the percentage time spent engaged in non-classroom activities (Table IV) it is immediately apparent that most of our respondents spend over 50% of their free time engaged in studying. A look at the remaining free time activities (eating, lounging, etc.) indicates that, as the number of free hours spent on campus increases, the percentage of time spent engaged in these activities decreases.

In conclusion, from this data, it is apparent that the most important use of free time is studying with lounging, eating, recreation and service and commercial following far behind.

V. Detailed Examination of Study Facilities

As previously stated, students are people with special needs, and, as substantiated by our time question (Table IV), students spend over

half their free time on campus studying. This is predictable, because we assume that students are here to learn and, presumably, to learn they must study. The University as a learning centre has certain on-campus areas specifically designed to study--the libraries. Students, however, do not restrict themselves to these areas. Students study all over, in residences, public libraries, lounge areas, offices, out doors (in good weather), and free classrooms. Over and above these areas, most students report that they study at home. In our questionnaire we examined the various formal and informal study facilities to determine the use and satisfaction of these facilities. It is evident that in our role as planners we must necessarily assess the needs of the student and ascertain what the students feel about the existing facilities, and how they feel about the atmosphere of study in general. Hence, we shall first look at which facilities are being used and how much they are being used; secondly, we shall examine the degree of satisfaction of the existing facilities; thirdly, we shall deal with a number of issues that relate specifically to study space and others which deal with the feelings of students regarding study environments; and finally, we shall try to assess these findings to determine how to plan study space on campus more effectively.

(a) Use and Satisfaction of On-Campus Study Areas

(i) Library System

At the time of our study there were three main libraries

considered: Cameron, Rutherford and the Education Library. Since then the new Law Library has opened up. The three libraries considered are basically resource centres and study areas. When one consults Table V several factors become apparent regarding the use and satisfaction of these libraries.

The Cameron Library has the heaviest utilization in both the high and medium categories. Rutherford has more emphasis on the medium and low usage end. When compared the Cameron and Rutherford, the Education Library has lower use (45.3%). The difference in use may be accounted for by the varying amounts of resource material available, the accessibility of individual study stations, and its location on campus. Thus, predictably, Cameron will have a greater number of users because it contains a greater number of books, has a large number of individual study stations and is centrally located. Rutherford suffers from a decline in use due to two factors: (i) it does not house as diversified a selection of resource materials, and (ii) it has a relative paucity of individual study stations. The relatively low use of the Education Library was due to the fact that it is a very specific library. However, it is interesting to note that although our sample consisted of 23% registered in the Faculty of Education, 45.3% of our sample reported using the Education Library. This would lead us to believe that the Education Library is being used by students outside the Education Faculty for study purposes. (The Education Library has 144 individual study stations, second to Cameron's 689, in 1970/71.) (This has since changed, vide Institutional

Research and Planning Report VII, Informal Student Space.)

C nsulting Table V we find that Cameron has a high degree of satisfaction (from 66-88%), with the heavy users indicating a corresponding high degree of satisfaction (88.2%). Rutherford Library shows that there is a difference between the high and medium users and their satisfaction level. Those reporting a high degree of use, had a corresponding high satisfaction level (87%) while those in the medium level use had a satisfaction level of only 33.9%. This indicated that Rutherford is not as satisfactory as a study area as Cameron. Those who reported using the Education Library express a high degree of satisfaction (85%).

The remaining categories within the library system (reading rooms and departmental libraries) showed relatively few respondents thus indicating that respondents used primarily the large on-campus resource centres--the libraries.

(ii) Other On-Campus Areas

Over half of our sample reported using free classrooms for studying. Those who reported using the classrooms stated that they were satisfied. Students indicated that the use of free classrooms for studying took place mainly in between classes rather than have to go over to the library and back to class again.

Unfortunately, the question dealing with the use of carrels seems to have been confused by our respondents as we did not specify the location. However, it is evident by the response that of our sample (61.4% reported using carrels) that students consider individual study space of

great importance (Table VI). Most of the students reported being moderately satisfied with the carrel facilities available, but in their comments they qualified their satisfaction. "The allotment of carrels in Cameron Library is totally ridiculous. Solution--scrap the preference for graduate students. Leave it wide open--i.e., for rent to anyone. . . . Tables should be thrown out. Carrels should be put in their place. . . . However, even if this problem is not solved, I solved it for myself by personally grabbing a non-assigned carrel and slipping my 'John Henry' on it. It worked for last year. How smart of me--but then I am being colleged am I not?"

Very little use of residence libraries and other on-campus areas such as offices was reported thus substantiating the fact that students rely on the major resource centres for material and study space.

(b) Use and Satisfaction of Off-Campus Study Areas

The most significant off-campus area used for studying was the students' home. Of our sample 90.8% reported studying at home to some degree (Table VI). It was interesting to note that the overall satisfaction was lower than we had anticipated (67% reported positive satisfaction). Thus indicating that if the proper facilities were available, students would rather study elsewhere.

Thus, to sum up: students in our study were making extensive use of the three main libraries. The library with the most use and the highest degree of satisfaction was Cameron. (This had been anticipated

as Cameron contains the largest collection of material and has the largest number of individual study stations.) The Education Library had a relatively high degree of use but not just by Education students. Most students reported studying at home, but the relative satisfaction of this arrangement was low. Over half of our sample indicated that they made use of the carrels on campus for studying, but in general, were dissatisfied with the allocation and lack of assured availability.

VI. Highlights of Core Questions

A major portion of our questionnaire (see Appendix I) dealt with a number of potential areas of issue with regard to study facilities and the attitudes of the students regarding study environments (see Table VII). An integral part of University life is the interaction with fellow students for the exchange of ideas on course material. Question 39 sought to assess this aspect of University life. 77.2% of our respondents replied positively to this question. Supporting comments such as "This way we find we both dislike the course and it is great knowing that someone else is in the same boat you are in."

Man is a social animal, but according to our questionnaire, he does not use the libraries to socialize. When asked if the students used the libraries to make contacts and dates we received a strong negative response (70.8%). However, if we compare the negative response to comments made in other parts of the questionnaire it appears that students are upset at the lack of quiet space available for study. As one student

put it: "There's space available, but if noise, talking, etc., bothers you, you are in trouble. The libraries are no place to study, they have become social gathering areas--even carrels aren't safe--the person in front or behind me always seems to have crowd-drawing appeal."

We were interested in learning whether or not noise level bothered concentration (Question 21) and received 65.1% response indicating that students were not only bothered by their fellow students, but also by the construction going on and one chap even mentioned "the 40 db air conditioning in the library."

Another area of concern for us was the use of carrels. Ideally, every student should have access to a carrel. Realistically, according to recommendations of international space standards, there should be one carrel for every four students. The University of Alberta is short of this space, and the students substantiated this in their responses. The carrels in the libraries are allocated to graduate students at the beginning of the year--undergraduates having access only when the student assigned to the carrel is not there. There are, however, a small number of unassigned carrels in the V-wing. These carrels are in major traffic areas and when asked (see Question 30) if these were conducive to studying, we received a negative response (24.9%).

However, the most overwhelming endorsement of need for more individual study space was when students indicated that they preferred to study alone (81.2%). But, this is definitely not a clear response--the comments indicated that "Sometimes I prefer to be alone--I quite enjoy

studying in the library where other students are present, and yet one can study alone". Thus, although students realize that it is up to themselves to 'learn' they need other people around them with the same task.

Therefore, it is our task as planners to provide the type of facility where the student can be alone, at the same time being in contact with his fellow students while learning.

VII. Conclusions (Summary and Implications)

The basis of this report was a need to assess what the students feel about existing facilities on campus for free time activities. We sought to focus on free time activities because we believe that the quality of a student's University experience outside the classroom is important. To a great extent the quality is dependent on the physical environment. Hopefully, we as planners and administrators may provide environments which will facilitate learning experiences.

In this initial report we have found some interesting trends. When students are not in class they spend over half their free time studying. The three major libraries are where they study. The library with the highest use and satisfaction level, Cameron, is also the library with the largest collection of books, the greatest number of individual study stations and a very central location. The reasons for the great use of the libraries depend not only on the physical conveniences, but also on the psychological factor of companionship (misery

loves company). Students prefer to study where others study--but at the same time to study alone. Students are disturbed by noises and remark that they are upset not just by others studying, but by the building noises as well. Thus, it would appear that in future libraries greater emphasis will have to be placed on the quietening of the libraries. To achieve this, certain physical changes may be made; for example, (1) the use of carpets and quieter air conditioning and (2) carrels of wood instead of metal. Possibly one of the most important facilities that should be incorporated in study facilities however are rooms where students can talk with their peers and not infringe on others' quiet. These areas are to be distinguished from lounge areas. These 'think rooms' would be where students could exchange ideas and learn by discussion. Think rooms should not be large halls, rather they should be small, intimate areas where vocal reverberations are minimal. We have found from our study that resident students use on-campus study facilities to a great extent. The question is then, is there sufficient study space for over 18,000 students in the University's three major libraries?

APPENDICES

APPENDIX I

TABLE I

AGE AND SEX DISTRIBUTION OF SAMPLE

	No. Of Males	%	No. Of Females	%	Total Number	%
19 or less	122	16.9	135	24.1	257	20.0
20 - 21	215	29.8	234	41.7	449	35.0
22 - 25	233	32.3	117	20.9	350	27.3
26 - 30	91	12.6	34	6.1	125	9.8
31 - 40	52	7.2	29	5.2	81	6.3
41 - 50	7	1.0	8	1.4	15	1.2
51+	1	0.1	4	0.7	5	0.4
	721	100.0	561	100.0	1,282	100.0

TABLE II

THE COMMUTING STUDENT STUDY

1970/71

Faculty Distribution of Survey Respondents cf. Total University Enrolment

FACULTY	TOTAL SURVEY		TOTAL UNIVERSITY ENROLMENT*	
	No. of Students	% of Survey	No. of Students	% of Total
Arts	265	20.7	3,091	16.9
Agriculture	30	2.3	422	2.3
Business Administration & Commerce	75	5.9	1,118	6.1
College St. Jean	1	0.1	88	0.5
Dental Hygiene	3	0.2	50	0.3
Dentistry	4	0.3	197	1.1
Education	309	24.1	4,236	23.1
Engineering	98	7.6	1,380	7.5
Home Economics	29	2.3	324	1.7
Law	14	1.1	366	2.0
Library Science	-	-	44	0.2
Medical Laboratory Science	8	0.6	88	0.5
Medicine	23	1.8	589	3.2
Nursing	16	1.2	240	1.3
Pharmacy	15	1.2	303	1.6
Physical Education	28	2.2	598	3.3
Rehabilitation Medicine	27	2.1	215	1.2
Science	225	17.6	2,830	15.4
Graduate Studies	112	8.7	2,157	11.8
TOTAL STUDENTS	1,282	100.0%	18,336	100.0%

*Based on Registrar's data.

TABLE III

THE COMMUTING STUDENT STUDY

1970/71

Student Informal Campus Time Distribution I

Time Allocation	Number of Respondents	Percentage of Respondents
Less than 3 hours per week	78	6.1
From 3 to 6 hours per week	232	18.1
From 6 to 12 hours per week	206	16.1
From 12 to 24 hours per week	355	27.6
From 24 to 36 hours per week	228	17.8
From 36 to 48 hours per week	67	5.2
More than 48 hours per week	78	6.1
No response	38	3.0
TOTAL STUDENTS	1,282	100.0

TABLE IV

THE COMMUTING STUDENT STUDY

1970/71

Student Informal Campus Time Distribution II

INFORMAL TIME USE CATEGORIES	AVERAGE TIME ALLOCATION IN PERCENT BY SURVEY RESPONDENTS						TOTAL PERCENT AND STUDENTS	
	Studying	Eating	Lounging	Recreation	Service and Commercial	Other	%	Students
From 0 to 12 Hours Per Week	42.3	19.0	21.7	10.2	2.7	4.1	100	516
From 12 to 24 Hours Per Week	49.8	14.3	18.7	10.0	1.9	5.3	100	355
From 24 to 36 Hours Per Week	54.0	12.8	16.6	10.0	2.4	4.2	100	288
From 36 to 48 Hours Per Week	57.1	11.0	12.6	9.6	3.1	6.6	100	67
Sub Total Average	50.8	14.3	17.4	10.0	2.5	5.0	100	N/A
More than 48 Hours Per Week	50.5	8.8	11.6	11.1	3.3	14.7	100	78
Grand Total Average	50.7	13.2	16.2	10.2	2.7	7.0	100	N/A
TOTAL STUDENTS								1,244
No Response								38
TOTAL STUDENTS SURVEYED								1,282

TABLE V

COMMUTING STUDENT

Major Library Use and Satisfaction

	RATING	NUMBER OF RESPONDENTS	%	NUMBER OF POSITIVE RESPONDENTS	%	NUMBER OF NEUTRAL RESPONDENTS	%	NUMBER OF NEGATIVE RESPONDENTS	%	TOTAL %
Cameron	High	555	44.0	490	88.2	26	4.7	39	7.1	100
	Medium	400	31.8	351	87.7	24	6.1	25	6.3	100
	Low	181	14.4	120	66.4	34	18.8	27	14.7	100
	Don't Use	124	9.8	15	12.3	94	75.6	15	12.3	100
		1,260	100.0							
Rutherford	High	216	17.4	190	87.8	13	6.1	13	6.1	100
	Medium	339	27.4	270	33.9	33	9.8	36	10.7	100
	Low	352	28.4	183	52.0	127	36.0	42	12.0	100
	Don't Use	332	26.8	25	7.6	261	78.7	46	13.7	100
		1,239	100.0							
Education	High	213	17.4	182	85.4	3	1.4	28	13.2	100
	Medium	160	13.1	120	75.2	23	14.0	17	10.8	100
	Low	181	14.8	88	48.3	75	41.7	18	10.1	100
	Don't Use	669	54.7	21	3.1	615	91.9	33	5.1	100
		1,223	100.0							

TABLE VI

COMMUTING STUDENT

Use and Satisfaction of Other Study Facilities

	RATING	NUMBER OF RESPONDENTS	%	NUMBER OF SATISFIED RESPONDENTS	%	NUMBER OF NEUTRAL RESPONDENTS	%	NUMBER OF DISSATISFIED RESPONDENTS	%	TOTAL %
Carrel	High	353	29.4	217	61.6	16	4.6	120	33.7	100
	Medium	276	23.1	189	68.7	31	11.1	56	20.3	100
	Low	158	13.7	75	47.7	51	32.0	32	20.3	100
	Don't Use	412	34.4	24	6.0	338	82.0	50	12.0	100
		1,199	100.0							
Free Classrooms	High	101	8.5	81	80.4	7	7.2	13	12.4	100
	Medium	261	21.9	198	75.8	34	13.1	29	11.1	100
	Low	315	26.4	164	52.0	132	41.8	19	6.1	100
	Don't Use	516	43.3	3	5.2	511	90.3	2	4.5	100
		1,193								
At Home	High	726	59.5	632	87.0	29	4.0	65	9.0	100
	Medium	307	25.1	218	71.1	41	13.4	48	15.5	100
	Low	132	10.8	41	31.2	41	31.1	50	37.7	100
	Don't Use	56	4.6	7	12.2	32	57.6	17	30.3	100
		1,221	100.0							

TABLE VII

RESPONSES TO CORE QUESTIONS RELATING TO STUDY SPACE

QUESTION	COMMENTS	SATISFACTION	DISSATISFACTION
20. Studies Versus Social Life	110 (8.7%)	705 (55.1%)	253 (19.8%)
39. Course Material	73 (5.7%)	990 (77.2%)	128 (10.0%)
21. Oblivious To Noise	48 (3.8%)	291 (22.7%)	853 (65.1%)
30. Study In V-Wing	101 (8.0%)	300 (23.5%)	320 (24.9%)
57. Study Alone	35 (2.8%)	1,041 (81.2%)	135 (10.5%)

APPENDIX II

A STUDY OF STUDENTS AND FACILITIES

AT THE UNIVERSITY OF ALBERTA

1. Listed below are a number of general statements which describe reasons why people decide to attend university. Please read them over carefully, then rank the statements in the order you feel they apply to you. (1,2,3, etc.) Please rank only those which you feel are applicable to you. Remember, these are only general statements. Please feel free to delete or enlarge on any of the statements.

		Rank	
A.	Social:		
	I came to university primarily for social reasons. I thought I could make some new friends and engage in some interesting activities, as well as gaining an education. (Comments)	Social	☐
B.	Learning:		
	I came to university to learn more about things which interest me, and generally to enrich myself intellectually. (Comments)	Learning	☐
C.	Employment:		
	I came to university to enhance my opportunities for a good occupation. (Comments)	Employment	☐
D.	Pressure:		
	I came to university largely because of the pressure exerted by my parents and/or friends. (Comments)	Pressure	☐
E.	Alternative:		
	I came to university because it beats working and seems like a pretty enjoyable way of spending a few years. (Comments)	Alternative	☐
F.	Other Reasons:		
	(Please specify and rank any other reasons.)	Other	☐

2. How well has your university experience met with your expectations, academically, socially, and in other ways? In what ways has it been gratifying or disappointing?

(a) Academically:

(b) Socially:

(c) Other ways:

3. Please indicate your class schedule in the timetables provided. No specific courses are required; simply block out the hours you are in class.

First Term

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						

Second Term

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						

4. (a) Please indicate the magnitude of your free time on campus (i.e., the time you generally spend on campus before, between, or after scheduled classes or laboratories including time spent in the evenings.) Please check one (✓).

Reference to your response to Question 3 may be of assistance to you in answering this question.

- Less than 3 hours per week ☐
- From 3 to 6 hours per week ☐
- From 12 to 24 hours per week ☐
- From 24 to 36 hours per week ☐
- From 36 to 48 hours per week ☐
- More than 48 hours per week ☐

(b) Please estimate what percentage of this free time on campus you spend using the following types of facilities:

Studying	____
Eating	____
Lounging	____
Recreation	____
Service and Commerical	____
Other(s) Please specify	____
	100%

5. Facilities Use

How necessary or important are these facilities to you? Please circle one letter where:
Highly important = H
Medium importance = M
Low importance = L
I do not use it = N

How satisfied are you with these facilities? Please circle one letter where:
Very satisfied = S
Satisfied = s
Neither = n
Dissatisfied = d
Very dissatisfied = D

	1 2 3 4	1 2 3 4 5
1. Study Facilities:		
Cameron Library	H M L N	S s n d D
Rutherford Library	H M L N	S s n d D
Education Library	H M L N	S s n d D
Other Libraries	H M L N	S s n d D
(Please specify)		
000 – Bldg	H M L N	S s n d D
00 – Room	H M L N	S s n d D
Carrels	H M L N	S s n d D
Free Classrooms	H M L N	S s n d D
At home	H M L N	S s n d D
Other areas:		
_____	H M L N	S s n d D
_____	H M L N	S s n d D
2. Eating Facilities:		
Students' Union Bldg.	H M L N	S s n d D
Lister Hall	H M L N	S s n d D
Other cafeterias		
_____	H M L N	S s n d D
_____	H M L N	S s n d D
Vending Machine (specify area)		
_____	H M L N	S s n d D
_____	H M L N	S s n d D
Bag Lunch (specify locations)		
_____	H M L N	S s n d D
_____	H M L N	S s n d D
Return home	H M L N	S s n d D
Other locations (specify)		
_____	H M L N	S s n d D
_____	H M L N	S s n d D

How necessary or important are these facilities to you? Please circle one letter where:
Highly important = H
Medium importance = M
Low importance = L
I do not use it = N

How satisfied are you with these facilities? Please circle one letter where:
Very satisfied = S
Satisfied = s
Neither = n
Dissatisfied = d
Very dissatisfied = D

3. Lounge facilities: (These areas are without food services where you can sit, talk, and relax.)

Education Lounges	H M L N	S s n d D
SUB Lounges	H M L N	S s n d D
Central Academic Bldg. Lounges	H M L N	S s n d D
Lister Hall Lounges	H M L N	S s n d D
Other places (specify)		
_____	H M L N	S s n d D
_____	H M L N	S s n d D

4. Recreation Facilities:

PhysEd Building	H M L N	S s n d D
SUB	H M L N	S s n d D
Other places (specify)		
_____	H M L N	S s n d D
_____	H M L N	S s n d D

5. Service and Commercial Facilities:

Canada Manpower	H M L N	S s n d D
Students' Counselling	H M L N	S s n d D
Duplicating	H M L N	S s n d D
Post Office	H M L N	S s n d D
Telephones	H M L N	S s n d D
Bookstore	H M L N	S s n d D
Bank	H M L N	S s n d D
Barbers	H M L N	S s n d D
Shopping	H M L N	S s n d D
Others (specify)		
_____	H M L N	S s n d D
_____	H M L N	S s n d D

6. How many athletic, social, cultural, or other organizations do you belong to:

On campus? _____

Off campus? _____

7. (a) If you belong to less than two organizations in all, please describe why you do not belong to more.

(b) What limits your time in belonging to organizations?

8. If a one-day field trip were arranged well in advance of the date of your class, how easily could you attend?

☐ Very Easily ☐ Easily ☐ Don't Know ☐ Difficult ☐ Very difficult

9. If an extra academic session were scheduledon campus in the evening, how easily could you attend?

☐ Very Easily ☐ Easily ☐ Don't Know ☐ Difficult ☐ Very difficult

PLEASE RESPOND TO THE FOLLOWING QUESTIONS USING THE FOLLOWING CODE: Strongly Agree = S, Agree = s, Neutral = n, Disagree = d, and Strongly Disagree = D, (Please circle one)

10.	Most of my understanding of course material comes from informal discussions with other students.	S s n d D
11.	Socials and Room at the Top (RATT) do a good job of helping one make friends on campus.	S s n d D
12.	I would spend more money on campus food if it were of higher quality.	S s n d D
13.	I spend as little time as possible on campus.	S s n d D
14.	Vending-machine food is adequate.	S s n d D

Comments:*

15.	I like to be personally involved in student union activities.	S s n d D
16.	Locker space on campus is not really necessary for me.	S s n d D
17.	When doing an assignment, I have few problems in understanding the information on the library catalogue card.	S s n d D
18.	I would like to belong to more campus organizations than I do.	S s n d D
19.	I have turned down potential employment because of my transpotation difficulties.	S s n d D

Comments:*

*Please Note: your comments are regarded as valuable in this questionnaire, so please feel free to comment.

20.	My studies come before my social life.	S s n d D
21.	I am oblivious to noise and other distractions when I am studying.	S s n d D
22.	I find the facilities in the Physical Education Building available to me when I need them.	S s n d D
23.	If space were available, I would nap on campus.	S s n d D
24.	Because of scheduling, I have little opportunity to meet with my friends on campus.	S s n d D

Comments:

25.	I wish the department or faculty would let me use their facilities such as duplicators, typewriters, and calculators.	S s n d D
26.	I find it difficult to establish adequate contact and rapport with professors during my free time.	S s n d D
27.	I feel that I study less than other students to grasp the same amount of material.	S s n d D
28.	I miss opportunities to meet people at campus events because I cannot afford the price of admission.	S s n d D
29.	I would favor less campus land used for the needs of the automobile (parking lots, roadways, etc.)	S s n d D

Comments:

30. The carrel section in the V-wing is conducive for studying. S s n d D

31. I prefer bringing a lunch to buying food on campus. S s n d D

32. Going to university has improved my social life. S s n d D

33. My biggest problem this year is lack of money. S s n d D

34. Librarians are usually helpful and cooperative. S s n d D

Comments:

35. Campus events and activities are well publicized. S s n d D

36. I prefer to get my classes over early in the day so I can go home. S s n d D

37. A less than adequate diet affects my physical and emotional well being. S s n d D

38. My family responsibilities conflict with my studies. S s n d D

39. I frequently exchange ideas about course material with other students. S s n d D

Comments:

40. I would study more on campus if there were more study space available. S s n d D

41. Cafeteria food is satisfactory. S s n d D

42. My parents and I have different ideas about the career I should have. S s n d D

43. I try to avoid SUB because of the crowds. S s n d D

44. Part-time jobs usually conflict with my studies so I don't take them. S s n d D

Comments:

45. I am a strong supporter of several U of A athletic teams. S s n d D

46. I have difficulty doing my term papers because I do not have a typewriter. S s n d D

47. I am continually aware of activities and events scheduled on campus. S s n d D

48. The costs of my transportation to and from campus are really excessive. S s n d D

49. My classes offer adequate opportunities to mix with and get to know my fellow students. S s n d D

Comments:

50. A well-organized car pool office on campus is a necessity. S s n d D

51. I use the library to make contacts and dates. S s n d D

52. I take an interest in student government proceedings. S s n d D

53. I do not like 8 a.m. classes. S s n d D

54. I am confident that I can get the type of job I want when I graduate. S s n d D

Comments:

55. I would favor Day Care for children of students. S s n d D

56. I make a special effort to attend guest lectures, teach-ins, art shows, etc. S s n d D

57. I prefer to study alone. S s n d D

58. I would enroll in weekend or evening classes if they were available. S s n d D

59. I would like to have a shopping mall on or near the campus. S s n d D

Comments:

THE FOLLOWING SECTIONS ARE TO BE ANSWERED ONLY BY THOSE WHO FALL INTO THE UNDERLINED CATEGORIES. Please use the following code: Strongly Agree = S, Agree = s, neutral = n, Disagree = d, Strongly Disagree = D.

60. Those with Student Loans:

My student assistance loans cause me constant concern and anxiety with respect to my future plans. S s n d D

61. Those with Jobs:

My job often leaves me with little energy to study. S s n d D

62. Those Living with their Parents or Guardians:

a. The behavior of my brothers and sisters, and/or parents make studying at home difficult. S s n d D

b. My parents take an active interest in my course material and discuss many of the topics with me. S s n d D

c. My parents readily make our home available for me to entertain my campus friends. S s n d D

d. My parents demand that I maintain a certain academic standing. S s n d D

e. My physical, emotional, and/or financial contributions to my home interfere with my studies. S s n d D

f. I would leave home now if I could afford it. S s n d D

63. Those Not in a Car Pool:

Would traveling by car pool be acceptable to you? Yes ☐

No ☐

If yes, what has prevented you from joining one?

If no, why not?

64. Those Commuting To and From Campus Mainly by Bus:

a. When I get off the bus with a load of books, I have no place to leave them so I have to carry them around all day. S s n d D

b. I dislike 8 a.m. classes because I have to get up so early to catch my bus. S s n d D

c. Bus schedules conflict with my class times. S s n d D

d. I have generally been satisfied with city buses as a means of commuting to and from campus. S s n d D

e. Please check the number of city blocks from your residence to your bus stop.

2 blocks or less ☐

3 blocks ☐

4 blocks ☐

5 blocks ☐

6 or more blocks ☐

(Please give any comments or criticism on riding buses or on bus service.)

65. Those Commuting to and from campus mainly by car.

(a) I would use the bus if service were better. S s n d D

(b) Campus parking lots are generally well located. S s n d D

(c) This year, I obtained a parking permit for the lot of my choice. S s n d D

(d) This year, I have been issued one or more unfair parking tickets. S s n d D

(e) I often park in improper places because of desperation. S s n d D

(f) I often leave much earlier than necessary in the morning just to be assured of parking my car. S s n d D

(Please give any comments or criticism on commuting to university by automobile.)

ALL STUDENTS SHOULD COMPLETE THE FOLLOWING QUESTIONS

66. Describe what type of facility you consider ideal for relaxing, talking, and spending free time. Keep in mind such aspects as lighting, size, seating, food facilities (or their absence), location, atmosphere, etc.

67. Which places on campus do you presently like to talk, relax, and spend free time in? Why? Keep in mind the aspects mentioned in the previous question.

68. Where did you originally meet the friends that you NOW (presently) regard as very close to you.

69. What student services are inadequate or totally absent at the University of Alberta?*

a. Inadequate:

b. Totally absent:

c. How could present services be improved:

*Please Note: A good response to this question will be of immense benefit to long-range planning.

70. (a) Please indicate your place of residence.

University residence	☐
Home	☐
Apartment	☐
Suite or sleeping room	☐
Student co-op housing	☐
Other (please specify)	☐

(b) Please rate your place of residence on the following qualities using the scale.

1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent

Cost	1 2 3 4 5
Proximity to campus	1 2 3 4 5
Entertaining	1 2 3 4 5
Dining	1 2 3 4 5
Sleeping	1 2 3 4 5
Studying	1 2 3 4 5
Companionship	1 2 3 4 5
Freedom	1 2 3 4 5
Responsibilities	1 2 3 4 5
Comfort	1 2 3 4 5
Overall adequacy	1 2 3 4 5

(Please give any other comments or criticism on your place of residence.)